



**U.S. National Library of Medicine**

*National Network of Libraries of Medicine  
Evaluation Office*

## **Evaluation Results**

**AAHSL/NNLM/MLA Diversity, Equity, and Inclusion  
Webinar Series**

**2019 - 2020**

**Webinar #9: I am Safe Zones: Messages I Learned**

**August 12<sup>th</sup>, 2020**

Prepared by

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## 1. Evaluation Summary

The Pacific Northwest Region Medical Library hosted the ninth of nine webinars, *I am Safe Zones: Messages I Learned* on August 12<sup>th</sup>, 2020. The session included content on identifying messages learned about identities (self and others) and the functions of internalized and externalized oppression.

The session evaluation survey was modified from the existing NNLM training evaluation form to include session-specific learning outcome questions. An evaluation link was provided to the session attendees on August 12<sup>th</sup>, 2020. As the survey remains open for people seeking Continuing Education (CE) credit, this report included the surveys completed from August 12<sup>th</sup>, 2020 through August 25<sup>th</sup>, 2020. A total of 159 people attended the session and 53 surveys were completed with a response rate of 33% percent.

The Survey data were subsequently downloaded from REDCap<sup>i</sup> and analyzed by the NEO Evaluation Specialist using SPSS version 26.0 for univariate analysis. A paired-sample test was conducted to compare the difference in the respondents' expertise prior to and after taking the session.

## 2. Background

*Diversity, Equity, and Inclusion (DEI): Nine Conversations that Matter to Health Sciences Librarians* with Jessica Pettitt is a nine-session webinar series organized by the Association of Academic Health Sciences Libraries (AAHSL), National Network of Libraries of Medicine (NNLM), and the Medical Library Association (MLA). The primary objective of the webinar series is to provide a space for conversations among medical librarians and library staff working in library organizations that are seeking to harness the power of diversity and inclusion. This year-long webinar series offers both internal and external dialogues about similarities and differences and online active learning conversations to increase shared understanding about DEI topics. DEI is a value of the National Library of Medicine (NLM) as stated in the 2017-2027 strategic plan. Both NNLM and the library associations such as the MLA and the AAHSL have also expressed needs for an understanding of DEI.

The titles of the nine sessions for the DEI Webinar Series are:

1. Diversity & Social Justice: A Starting Place (June 19, 2019)
2. Unconscious Bias: Perceptions of Self & Others (August 21, 2019)
3. Being a Better Ally to All (October 16, 2019)
4. Working Across Difference: Making Better Connections (November 13, 2019)
5. That is Not Funny! Or is it? (January 22, 2020)
6. Knowing What You Don't Know: Medical Micro-aggressions (March 18, 2020)
7. I am Safe Zones: Sticks and Stones LGBTQIA 101 (May 13, 2020)
8. I am Safe Zone: Gender This! (July 15, 2020)
9. I am Safe Zone: Messages I Learned (August 12, 2020)

### 3. Summary of Key Findings<sup>ii</sup>

- **Primary learning outcomes:** Most of the respondents achieved the primary learning outcomes for the session. Almost all participants reported they strongly or somewhat agreed that after they attended the session they could identify messages learned about one key identity that made them who they are (n=53, 100%), could identify messages they learned about at least two groups that they are not a part of (n=53, 100%), could identify an event where they actively or passively supported oppression (n=52, 98%), could connect the functions of internalized and externalized oppression with their own identities and experiences (n=49, 94%), and could participate in an authentic conversation regarding their emotions, anxieties, and the realities of doing social justice work (n=50, 94%).
- **Meeting expectations of respondents:** Overall, the class exceeded or met the respondents' expectations. Fifty-three percent (n=28, 53%) of the respondents reported that the class exceeded their expectations and 36 percent (n=19, 36%) stated that it met most or all their expectations. Seven percent (n=6, 11%) of the respondents noted that the class met some of their expectations.
- **Comments about meeting expectations:** A total of 28 respondents (52%) provided comments on how the class did or did not meet the expectations. The most common responses were related to the reflections (n=11, 39%), the skill of the presenter (n=6, 21%), and the discussions (n=5, 18%).
- **Knowledge gain from the session:** Thirty-three of 37 respondents (n=33, 89%) reported an increase in their expertise after the session. The average rating of the expertise on a scale of 0 to 100 was 45 prior to taking the session, which increased to 56 after taking the session. This difference was statistically significant.
- **Experience with the session:** Nearly all of the respondents somewhat or strongly agreed that the session was engaging (n=53, 100%), the technology used in the session was appropriate and supported their learning (n=51, 98%), and the instructor was knowledgeable and well-prepared (n=52, 100%).
- **Comments about the presenter** A total of 30 respondents (37%) provided comments that were grouped by theme and the most common themes were general positive experience (n=15, 50%) and engagement (n=8, 27%).
- **Most helpful part of the session:** Thirty respondents provided comments (n=12, 40%). The respondents reported the most helpful parts of the session to be the reflections (n=10, 26%), the exercises (n=7, 23%), the discussion (n=4, 13%), and the questions and answers (n=2, 7%).
- **Areas for improvement:** A total of 20 respondents (n=20, 38%) provided comments. The most common responses were related to time (n=8, 40%), no suggestions/do not know (n=4, 20%), and desire for the class to be in person (n=2, 10%).
- **Likelihood of recommending the session to a colleague:** Ninety-four percent of the respondents (n=49, 94%) stated that they would recommend the session to a colleague and four percent (n=2, 4%) stated that 'maybe' they would recommend it to a colleague. One participant said they would not recommend the class to a colleague (n=1, 2%).

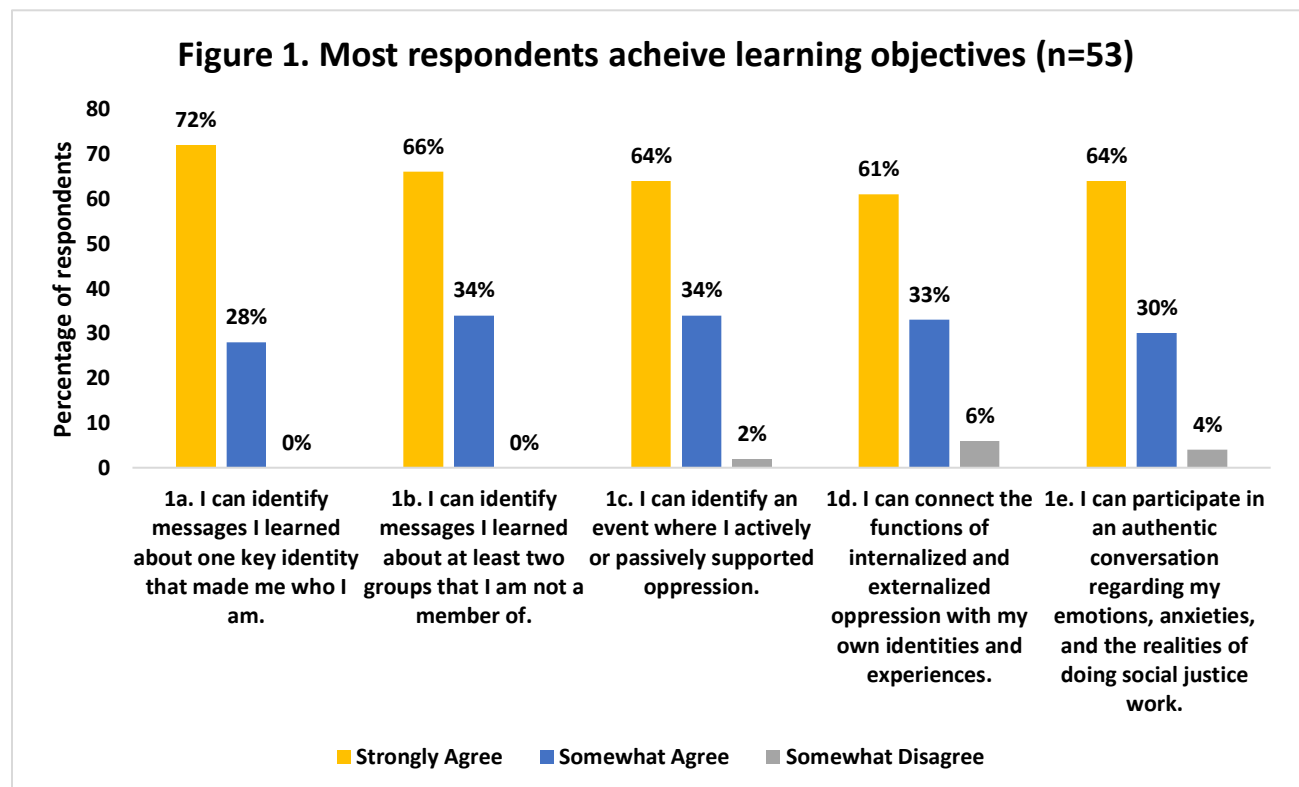
- **General comments:** A total of 13 respondents (n=13, 25%) provided comments after excluding two N/A responses. Seven respondents gave overall positive feedback (n=7, 54%). Three respondents reported appreciation for the class (n=3, 23%). Two respondents said they would recommend the series to or for others (n=2, 15%).
- **Medical Library Association (MLA) Continuing Education (CE) credit:** Eighty-one percent (n=43, 81%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

## Survey Results

Q1. The first set of questions is about your experience with the content of the class. To what extent do you agree or disagree with the following statements (n=53)?

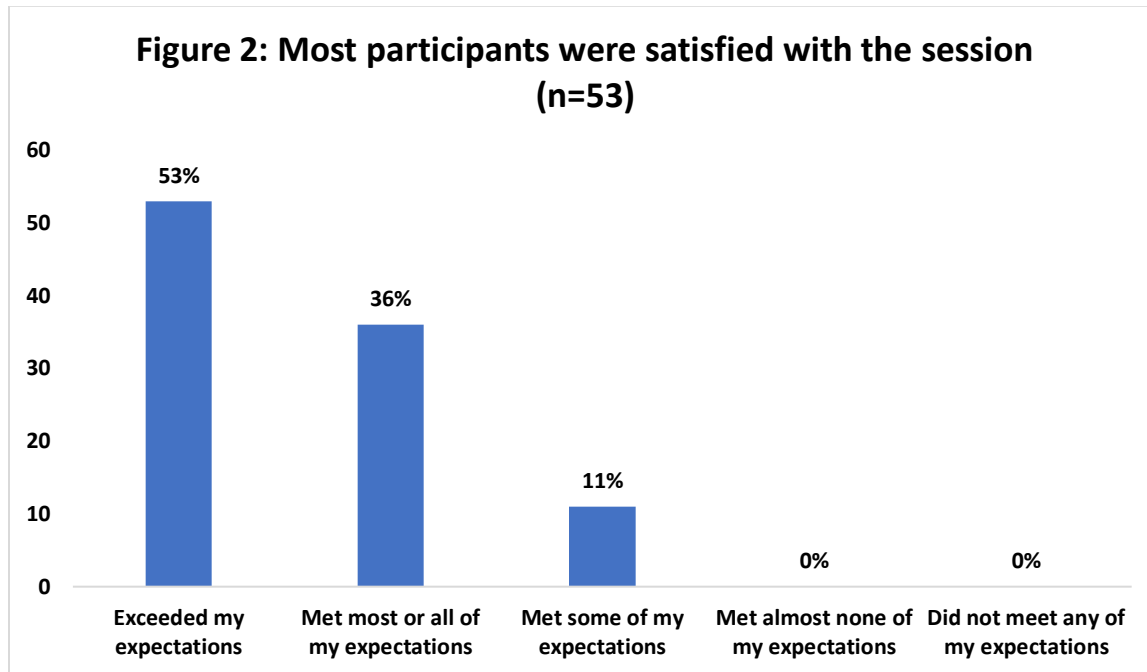
The first set of questions assessed three main learning outcomes of the class. One participant did not answer 1d and one participant selected “Not Applicable” for 1e. As seen in Figure 1, most respondents strongly or somewhat agreed that:

- Q. 1a. I can identify messages I learned about one key identity that made me who I am. (n=53, 100%).
- Q. 1b. I can identify messages I learned about at least two groups that I am not a member of. (n=53, 100%).
- Q. 1c. I can identify an event where I actively or passively supported oppression. (n=52, 98%).
- Q. 1d. I can connect the functions of internalized and externalized oppression with my own identities and experiences. (n=49, 94%)
- Q. 1e. I can participate in an authentic conversation regarding my emotions, anxieties, and the realities of doing social justice work. (n=50, 94%)



## Q2. Did the class meet the respondents' expectations (n=73)?

Overall, the class exceeded or met the respondents' expectations (Figure 2). Fifty-three percent (n=28, 53%) of the respondents reported that the class exceeded their expectations and 36 percent (n=19, 36%) stated that it met most or all their expectations. Seven percent (n=6, 11%) of the respondents noted that the class met some of their expectations.



## Q2a. Please describe how the class did or did not meet the expectations (n=28).

A total of 28 respondents (52%) provided comments on how the class did or did not meet the expectations. The comments were related to:

- The reflections (n=11, 39%)
- The presenter was skillful (n=6, 21%)
- Discussions (n=5, 18%)
- Overall positive experience (n=4, 14%)
- Other (n=3, 11%)

'Other' comments include:

- *"I know that this was a wrap up class of sorts, but I wanted more information, maybe a summary of past topics and how they all intertwine. I enjoyed the activity but I felt as though this could have been an additional guided activity instead of the body of the webinar."*
- *"The activity was great, but I would have liked a little more context in the form of a lecture type talk before or after, though I know that time was already short."*

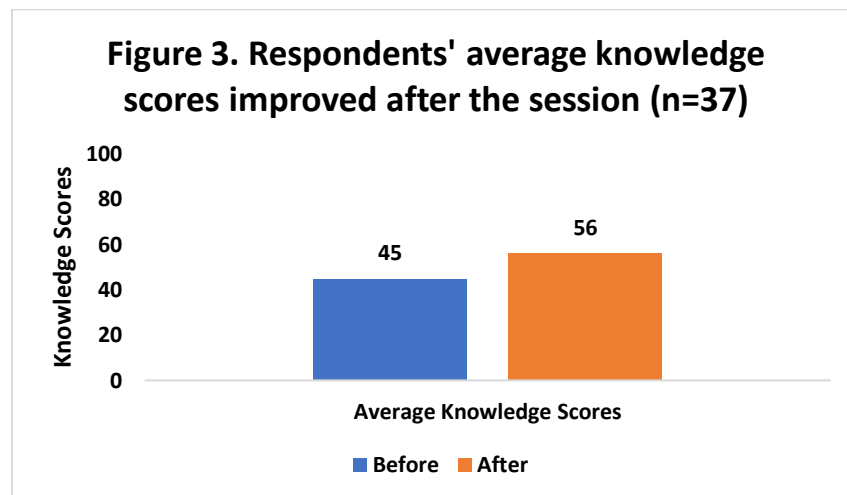
### Q3. Please rate your expertise in this subject PRIOR to taking this class (n=42).

The respondents were asked to rate their expertise prior to taking the class on a rating scale that ranged from novice (0), competent (50), to expert (100) on a continuum. The average score for expertise prior to taking this class was 45 and the most common response was 50.

### Q4. Please rate your expertise in the class subject NOW (n=45).

The respondents were asked to rate their expertise after taking the class on a rating scale that ranged on the same rating scale as Q3. The average score for expertise after the class was 56. The most common score the respondents reported was 50.

To assess the knowledge gain after the class, the individual ratings from the respondents before taking the class were subtracted from the scores after taking the class. Fourteen respondents were excluded as they did not respond to either Q3 or Q4, resulting in a final sample size of 37 available for comparison. On average, respondents rated their knowledge significantly higher after the session compared with their pre-session ratings ( $t(37) = 3.5, p < .001$ ). Of the fifty-four respondents, 94 percent (n=51) reported knowledge gains because of participation in the webinar. Two respondents reported no difference before and after the class and two reported decreases in knowledge.

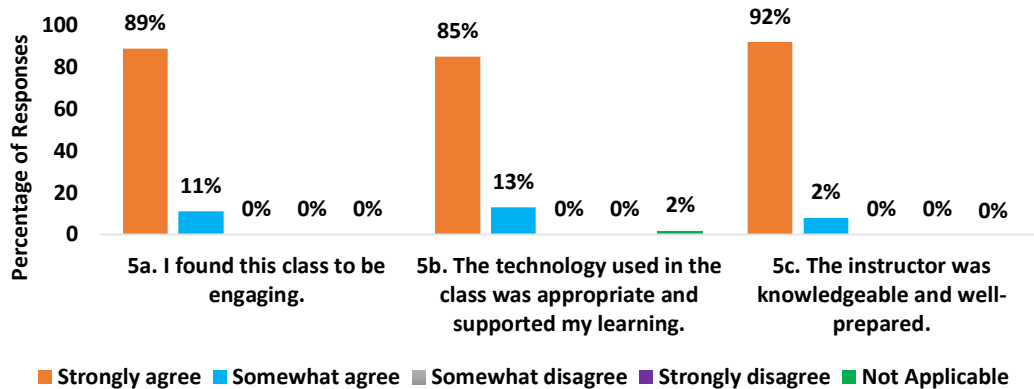


### Q5. To what extent do you agree or disagree with the following statements (n=53)?

The respondents were asked to rate their overall experience with the class (Figure 4). One participant did not answer 5b and 5c. Nearly all respondents agreed to the following statements:

- Q.5a. They found this class to be engaging (n=53, 100%).
- Q.5b. The technology used in the class was appropriate and supported their learning (n=51, 98%).
- Q. 5c. The instructor was knowledgeable and well-prepared (n=52, 100%)

**Figure 4: Respondents' report positive experience of class (n=53)**



Q5c.i. Please comment on your assessment of the instructor in the previous question (n=30).

A total of 30 (57%) respondents provided comments that were grouped by theme:

- General positive experience (n=15, 50%)
- Engagement (n=8, 27%)
- Knowledge of instructor (n=5, 17%)
- Openness (n=3, 10%)
- Other (n=1, 3%). All the comments were positive except some of the comments in the 'other' category.

Two respondents had comments in more than one area. Examples of comments by each theme include:

1. General positive experience (n=15, 50%)
  - "Jess is an amazing presenter."
2. Engagement (n=8, 27%)
  - "I LOVE JESS! Jess is one of the most engaging instructors I have experienced."
3. Knowledge of instructor (n=5, 17%)
  - "Very knowledgeable"
4. Openness (n=3, 10%)
  - "She is very open and constantly learning more about these topics on diversity and understanding gender and sexual orientation."



5. Other (n=1, 3%). All the comments were positive except one of the comments in the 'other' category.
  - "I understand why the instructor felt the need to explain what we were doing in great detail, but I did feel like it went on a bit."

#### Q6. What part of this class was MOST helpful (n=30)?

Thirty respondents (n=30, 57%) provided comments. The respondents reported the most helpful part of the class to be:

- Reflections (n=12, 40%)
- Exercises (n=7, 23%)
- The discussion/conversations (n=4, 13%)
- Questions and Answers (n=2, 7%)
- Other (n=5, 17%)

#### Q7. How could this class be improved (n=20)?

A total of 20 respondents (n=2, 38%) provided comments after excluding three N/A responses from analysis. Themes of how the class could be improved included:

- Time (n=8, 40%)
- No suggestions/do not know (n=4, 20%)
- Provide it in person (n=2, 10%)
- General Satisfaction (n=2, 10%)

Four respondents provided other comments (n=4, 20%) and examples include:

- *"More direction on how to teach the things we learned about ourselves."*
- *"It can be hard to follow the chat at times, I also wish Jess had put the prompts for the second pen and paper exercise on the screen or in chat. I really appreciated her doing that for the first activity."*

#### Q8. Are you likely to recommend this class to a colleague (n=52)?

The respondents were asked to rate how likely they are to recommend this class to a colleague. Ninety-four percent of the respondents (n=49, 94%) stated that they would recommend it to a colleague and four percent (n=2, 4%) stated that 'maybe' they would recommend it to a colleague. One participant said they would not recommend the class to a colleague (n=1, 2%).

#### Q9. Please share any other comments you have about this class (n=13).

A total of 13 respondents (n=13, 25%) provided comments after excluding two N/A responses. Seven respondents gave overall positive feedback (n=7, 54%). Three respondents reported appreciation for the class (n=3, 23%). Two respondents said they would recommend the series to or for others (n=2, 15%).

One respondent reported the following comments that fell into the 'other' category (n=1, 8%):

- "I liked the time for self-reflections, but I would have liked more instruction to couple it."

Q10. Do you want to receive Medical Library Association Continuing Education credit for this class (n=53)?

Eighty-one percent (n=43, 81%) of the respondents wanted to receive Medical Library Association Continuing Education credit.

\*For a complete list of comments from the second DEI class, please refer to the supplemental document, [Appendix 1: Comments from the Ninth DEI Webinar](#). \*For a copy of the survey, please refer to Appendix 2: [Ninth DEI Webinar Survey Questionnaire](#).

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<sup>i</sup> Survey data were collected and managed using REDCap electronic data capture tools hosted at the Institute of Translational Health Sciences (ITHS) with grant support (UL1 RR025014 from NCRR/NIH). REDCap (Research Electronic Data Capture) is a secure, web-based application designed to support data capture for research studies, providing: 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources.

<sup>ii</sup> Sample size varies by question. The percentage of the responses for each question is valid percent only excluding missing values and was based on the total number of respondents who answered each question.